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ABSTRACT

The aims of an evaluation of the Trades Education (TRADEC) schemes were to report on the approach's distinctive features and to assess the TRADEC system's effectiveness and potential for educating and training a wide range of workers. The research design comprised three major elements. First, a developmental phase was devoted to identification and clarification of the key evaluation questions, construction of a detailed description of the system and its component schemes, and development of a set of working hypotheses. Second, empirical investigations of schemes currently in operation required four approaches to data collection: compilation of existing recorded data across all cases, survey of key evaluation variables across a representative sample, detailed case study of a limited number of cases, and observation of selected system processes. Third, comparative studies were designed to draw "broad-brush" comparisons between the philosophy and implementation of TRADEC and those of vocational preparation and conventional day release. (Appendixes, amounting to approximately three-fourths of the report, include the primary evaluation questions and survey questionnaires for all participants in TRADEC schemes.) (YLB)

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FURTHER EDUCATION UNIT

A Project Report

TRADEC III

An Evaluation of Trades Education Schemes

III Research Design and Methodology

Dr Karen Evans and Alan Brown
Department of Educational Studies
University of Surrey

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To: Interested Individuals

Dear Sir/Madam

TRADEC III - RESEARCH DESIGN AND METHODOLOGY

In response to your request, the above document is attached.

It reminds readers of the terms of reference of the study; describes the structure of the investigation and the methods adopted. There was, as you will see, a Developmental Phase and an Empirical Investigation, backed up by Comparative Studies which related TRADEC to other schemes catering for comparable client-groups.

The Appendices generally describe the sampling data, the key areas of questioning and the instruments used.

This volume is on restricted circulation, generally confined to those particularly interested in the design and methodology of the project. Any detailed questions arising should be referred to Dr Karen Evans of Surrey University.

The companion volumes TRADEC I and TRADEC II comprising a (shorter) Synthesis report and a (longer) Evaluation document respectively, are at the time of writing still generally available from the FEU.

Yours faithfully

Jack Mansell

JACK MANSELL
Chief Officer

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c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

The publications in this series of Reports are intended to inform teachers and others and to stimulate professional discussion about matters of concern to the FE service. The views expressed are those of the authors and are not necessarily those of the Units Board of Management.

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TERMS OF REFERENCE OF THE STUDY

1 The aims of the project were:-

1 To report on the distinctive features of TRADEC approach, as compared with other further education and training modes serving the needs of comparable groups of learners

2 To assess the effectiveness of the TRADEC system as it currently operates

3 To assess the potential of TRADEC for educating and training a wide range of workers.

The investigation was conducted over an 18 month period, beginning in January 1981 and ending in June 1982.

2 The evaluation was designed to serve the two main purposes of educational evaluation, i.e.

(i) to contribute to the fund of existing knowledge and the flow of information, concerning significant educational innovation

(ii) to serve a variety of decision levels by providing information necessary and relevant to judgments concerning the improvement, adoption, implementation and validation of TRADEC schemes.

The evaluation aimed to serve

- the information needs of policymakers, administrators, teachers and trainers associated with the existing programme, in respect of decision-making concerning developments and applications of the system

- the needs of policymakers and developers in organisations not at present engaged in the system, in respect of decisions concerning the possible adoption, extension and implementation of the TRADEC model

- the information needs of policy makers in validation/examining bodies in respect of judgments on validation issues arising from TRADEC initiative

RESEARCH DESIGN

3 The research design comprised three major elements

(i) a DEVELOPMENT PHASE devoted to

(a) identification and clarification of the key evaluation questions in consultation with parties representative of the decision levels to be served

(b) to construction of a detailed description of the system and its compnonent schemes currently in operation

(c) to development of a set of working hypotheses based on (a) and (b) above

(ii) EMPIRICAL INVESTIGATION, by survey and case study methods, of a sample of schemes currently in operation

(iii) COMPARATIVE STUDIES designed, by selective review of the structure and operation of other systems, to draw 'broad-brush' comparisons between the philosophy and implementation of TRADEC and that of other modes catering for comparable targets

DEVELOPMENT PHASE

4 The set of evaluation questions produced by the process of consultation described, appear in Appendix III. The complete list of Colleges engaged in the TRADEC system up to 1982, together with the types of schemes they have implemented, appears in TRADEC II. The detailed descriptions of the system and its component schemes appear in TRADEC II, Chapters 1 and 2.

The working hypotheses constructed on the basis of these early exploratory investigations were as follows:

It was hypothesized that:

(i) The TRADEC system embodies an approach to vocational preparation which demonstrates strengths, relative to other models, in its acceptability to employers and its ability to attract and maintain the interest and motivation of the traditionally non-participant target group.

(ii) There is significant divergence between intended and actual system performance in -

- the extent of the 'triangular' negotiation process
- the degree of employer involvement
- the extent of curriculum adaptation, within the TRADEC methodology, to meet individual and local needs
- the structure and uses of continuous assessment processes

(iii) Major factors influencing the degree of divergence between actual and intended system performance, in any given scheme, are -

- attitudes, experience and preparation of the staff team in respect of the TRADEC approach
- participating employers' perceptions of their roles and responsibilities, and those of the colleges, in the education and training of their young employees

- adequacy and efficacy of strategies for monitoring the implementation of new and existing schemes

- the 'gap' between staff time necessary and staff time allowed/available for effective liaison and management work

Factors determining the potential of systems/models to educate and train a wide range of workers include :

(a) factors associated with the inherent characteristics of the system

(b) factors associated with divergence between actual and intended system performance (as above)

(c) external factors interacting with the system

Under (a) it was hypothesized that the TRADEC model demonstrates strengths relative to traditional models, in respect of its potential for preparing a wide range of workers, in its design and methodological features which anticipate and provide a framework for accommodation of a wide range of occupational and personal characteristics and needs in the learner population.

Under (a) it was further hypothesized that the principal limiting factor is the lack of adequate curriculum strategies to deal, within the time and other constraints operating, with the demands of the broad generic groupings in their present form.

Under (b) it was hypothesized that the principal limiting factor (in the short term) is that of availability of necessary staff expertise.

Under (c) it was hypothesized that the principal limiting factors are the substantial variations, by geographical region, of the regional industrial and social features, and the organisational infrastructures, which have combined to produce the TRADEC system.

EMPIRICAL INVESTIGATIONS OF SCHEMES CURRENTLY IN OPERATION

5 Four approaches to data collection were required for the investigation of the different types of evaluation variable reflected in Appendix I.

(i) compilation of existing recorded data across all cases

(ii) survey of key evaluation variables across a representative sample of cases

(iii) detailed case study of a limited number of cases

(iv) observation of selected 'system' processes including Writing Groups, Conferences etc.

6 Each approach has its characteristic advantages and disadvantages. In the case of (i) the advantages of ready availibility are balanced by the disadvantages of data being fixed in a predetermined form which may be appropriate to the precise form of the evaluation question.

7 Under (ii), the survey approach has the advantages of representativeness if properly constituted and therefore allows some conclusions for the whole system to be drawn from the results in the selected sample.

8 Detailed case study, on the other hand, has the advantages of enabling researcher to 'get inside the processes' and deal with variables which cannot effectively be investigated by other methods, the disadvantages being lack of generalisability.

9 Recognising the strengths and limitations of each method, it was proposed that all four methods should be adopted in the research, in order to balance the needs both for wide coverage and for depth in the research.

In respect of the survey, a procedure based on selection of approximately one half of schemes in operation, for 100% sampling of the associated populations (teachers/learners/employers/others) was proposed. Selection of the schemes for survey was random, with stratification by:

(i) experienced/less experienced

colleges

and (ii) trades groupings

as illustrated (with number of selected schemes in brackets):

	Experienced colleges	Less Experienced Colleges
Mechanical Trades Principles	7 (3)	3 (2)
Fabrication & Joining Trades Principles	5 (3)	3 (2)
Distribution & Consumer Trades Principles	5 (3)	4 (2)
Food Trades Principles*	2 (2)	-
Commercial Trades Principles	2 (2)	-

*College E Food scheme was only partially surveyed, since it did not continue to run in 1981/82

10 Questionnaires were prepared for

(a) company personnel with overal responsibility for the involvement of trainees in TRADEC schemes /Appendix VIIa/

(b) direct supervisors: (as a supplement to (a), for use where applicable /Appendix VIIb/

(c) scheme participants (learners) /Appendix V/

(d) Course Tutors responsible for scheme co-ordination, in the form of a structured interview schedule accompanied by a self-completion section. /Appendix IV/

(e) Members of the Course team, other than the Course Tutor. (including contributions to the scheme for General Studies and similar departments and from organisations and companies.

/Appendix VI/

11 A pilot survey was undertaken with the primary purpose of:

(i) testing the draft versions of the questionnaire

and (ii) gaining experience of the problems of administration and retrieval of questionnaires directed to the three main population groups (learners, teachers, company personnel) in order that the questionnaires and proposed strategies could be revised to optimise both the quality and quantity of response.

12 The pilot survey was based on the MTP scheme, operating at Stages 1, 2 and 3 in College B, and the Distribution and Consumer Scheme operating at Stage 1 in College J, these schemes being excluded from the 50 per cent selection for the main survey.

13 In the pilot, full and demanding questionnaires were designed, with the anticipation of reduction in the main survey, to test the limits of length and intensity acceptable and appropriate to the respondents, in order that the final version of the questionnaires could be geared to the optimal level.

14 Questionnaires were administered to course participants in their study groups in the College, on dates agreed with the Course Tutor. Questionnaires were administered to all members of the Course Team through the Course Tutor, and were distributed by postal means to named personnel in the companies from which participants, were drawn, the list of initial contact points having been provided by the Course Tutor. Additional feedback from respondents on the appropriateness of the length, content, and structure of the questionnaires was invited at this stage.

15 On the basis of the pilot results, the questionnaires were reconstructed and revised in consultation with the consultants to the project.

The main points of the revision were as follows:-

16 Course Participants questionnaire

The conversion of 'open' questions into 'closed' questions was suggested by the pilot results, which were also of importance in the generation of the alternative responses for the latter.

17 Course Team Questionnaire
Questions concerning curriculum features and issues were couched in terms more readily understood and identified with, by the respondents.

18 'Employers' questionnaire and supplement
A substantial reduction was made in the length (in terms of number of pages) of the questionnaires. A change in form of presentation and printing enabled a large proportion of the original content to be retained. A pilot survey also revealed that familiarity with the TRADEC approach and special features could not be assumed. Questions were adapted accordingly.

19 The Course Tutor Interview schedule, based on focused questions, was not piloted, since substantial experience had been gained in preliminary interviews undertaken during initial college visits.

20 In general, the initial questionnaires had attempted to adopt the preferred terminology of the TRADEC system. The pilot experience revealed the points at which use of this terminology led to confusion or misunderstanding. In these cases the terms were adapted to forms of wording more easily understood by the respondents.

21 The revision of questionnaires was accelerated to allow maximum survey coverage before the end of the academic year (1980/81).

22 In the 19 schemes (39 stages) surveyed the approaches to questionnaire administration which had been used in the pilot survey were again adopted, as they had proved to be effective. Notes for guidance in questionnaire administration were provided for Course Tutors, and brief notes for guidance on completion of the questionnaire supplement were included in the distribution to companies. All Course Tutor interviews were completed (N = 20) and 19 self-completion sections were obtained.

23 In the survey of learners, 100 per cent response was obtained from those in attendance on the dates selected and agreed for the survey. This represented an estimated 80-90 per cent* of the total population of participants in the surveyed schemes.

24 Absentees through sickness, holidays etc. were noted but not followed up for reasons of time constraints and practical difficulties involved. Those who had withdrawn from the scheme before the time of survey were not administered with questionnaires for similar reasons. However, their reasons for withdrawal were elicited from Course Tutors and companies in as many cases as possible. In the case study schemes, however, withdrawals were able to be examined closely, since the schemes were monitored continuously.

25 The total number of learner responses was 440. The distribution of learner responses between scheme types is shown in Table 1.

TABLE 1: LEARNER RESPONSES

MECHANICAL TRADES PRINCIPLES	147
FABRICATION AND JOINING TRADES PRINCIPLES	168
DISTRIBUTION AND CONSUMER TRADES PRINCIPLES	95
COMMERCIAL TRADES PRINCIPLES	25
FOOD TRADES PRINCIPLES	5

*Proportions were estimated since course registers did not reflect fall out and additional enrolments and Course Tutor accounts of actual group size at time of survey were variable.

26 Course Team questionnaires were returned by lecturers and other tutors, representing approximately 60 per cent of those engaged in the schemes under survey. Here, again, response rates are estimates because of the fluid nature of the teams.

27 The survey of company personnel responsible for TRADEC trainees produced responses from 133 companies as follows:

MECHANICAL TRADES PRINCIPLES	30
FABRICATION AND JOINING TRADES PRINCIPLES	57
DISTRIBUTION AND CONSUMER TRADES PRINCIPLES	29
COMMERCIAL TRADES PRINCIPLES	12
FOOD TRADES PRINCIPLES	5

28 Responses were obtained from approximately 60 per cent of those companies whose involvement in the scheme was continuing at the time of survey. Follow up by letter, telephone, visits and/or contact through employer liaison meetings was necessary to achieve this level of response. Follow up of companies whose participation had ceased showed that they were markedly less fruitful in terms of quantity of information received. Identifying and recalling the scheme proved difficult even for those involved in the recent past. In these cases, follow up was therefore confined to eliciting reasons for withdrawal from the scheme. The reasons were in most cases, the absence of suitable trainees, with the effects of recession on personnel recruitment.

29 The percentage responses are shown in Table 2 below

TABLE 2 PERCENTAGE RATES OF RESPONSE FROM SURVEYED COMPANIES

No. of companies participating at time of receipt of survey questionnaire	No. of responses	% response
193	116	60%

No. of companies which had withdrawn at time of receipt of survey questionnaire			% response
85	No. of full responses:	17	55%
	No. of responses obtained in respect of reasons for withdrawal	30	

30 In respect of detailed case study, one example of each scheme was selected from those in operation at the time of the research. It was considered most appropriate to undertake detailed investigation of schemes which were fully developed, where possible. Where a new scheme was only operating at the pilot stage, it was considered more appropriate to investigate its operation in one of the more experienced colleges. This suggested therefore, concentration of the case study work in the more experienced colleges. On selection of a particular scheme and college, it was proposed that all stages operating in that college were investigated together. Under this system, the following set of cases was produced.

COLLEGE A	Mechanical Trades Principles Stages	Stages 2 & 3
COLLEGE C	Fabrication and Joining Trades Principles	Stages 1, 2 & 3
COLLEGE G	Commercial Trades Principles	Stage 1
COLLEGE F	Distribution and Consumer Trades Principles	Stages 1, 2 & 3
COLLEGE A	Food Trades Principles	Stage 1*

31 The case studies involved

- interviews with Course Tutors and other members of the course team at intervals throughout the period of operation
- completion of industrial liaison-diaries by Course Tutors
- interview with learners
  (a) as a group
  and (b) as individuals, in the early stages of the scheme and during the 'principal' project period
- interviews with company personnel responsible for trainees following TRADEC schemes.
- observation of the teaching/learning process
- interviews with scheme moderators
- review of course records
- selective participation in meetings (eg employer liaison, course review, learner and employer debriefing meetings etc).

32 Questionnaire data provided by the general survey of the schemes was also available for use in the case studies.

*The Food Trades Principles Case Study originally planned was the College E scheme. The scheme did not attract viable numbers in the case study year and was therefore replaced by the College A scheme.

33 The operation of the system was investigated through examination of committee records, participation in Writing Groups, participation in selected regional meetings and conferences, examination of course records held centrally, and interviews with YHAFHE officers, Committee Chairmen, MSC Regional staff, Regional Trades Union and Careers Officers.

34 These investigations took place continuously through the period of study.

COMPARATIVE STUDIES

35 The location of TRADEC clearly presented a problem to many of the policy and co-ordinating bodies consulted during the research. The decision to draw 'broad-brush' comparisons between the TRADEC approach and those both of vocational preparation and conventional day release was taken in order to clarify the location of TRADEC and to give the different needs in respect of comparison presented by the intended users of the research.

36 The expected diversity of needs in respect of comparison have been confirmed in the process of consultations with a variety of examining, validating, co-ordinating and providing agencies (and have also been reflected to some degree within the Steering Committee), the pressure and and needs for comparison both with Vocational Preparation and conventional vocational/technical provision having emerged strongly.

37 The project is, therefore, committed in respect of comparative work, to making broad-brush comparisons between the PHILOSOPHY and IMPLEMENTATION of TRADEC (Research Proposal : Abstract) and that of other comparable forms of provision, in order to locate the TRADEC development, and to comment on its distinctive features and effectiveness. Comparison of the educational PHILOSOPHY (including methodology) of the TRADEC approach, with that represented in the Vocational Preparation models on the one hand, and that represented in Conventional models, on the other, is essentially a theoretical exercise for the researchers, informed by consultation with key exponents of the respective models. The FEU document Vocational Preparation (FEU 1981) is clearly of particular importance in this analysis and discussion of philosophy and methodology.

38 In comparison of the IMPLEMENTATION of the TRADEC approach with that of the Vocational Preparation and conventional models, two levels of comparison require consideration:

(a) The operation of the system (ie. the way in which the philosophy and methodology is translated into practice

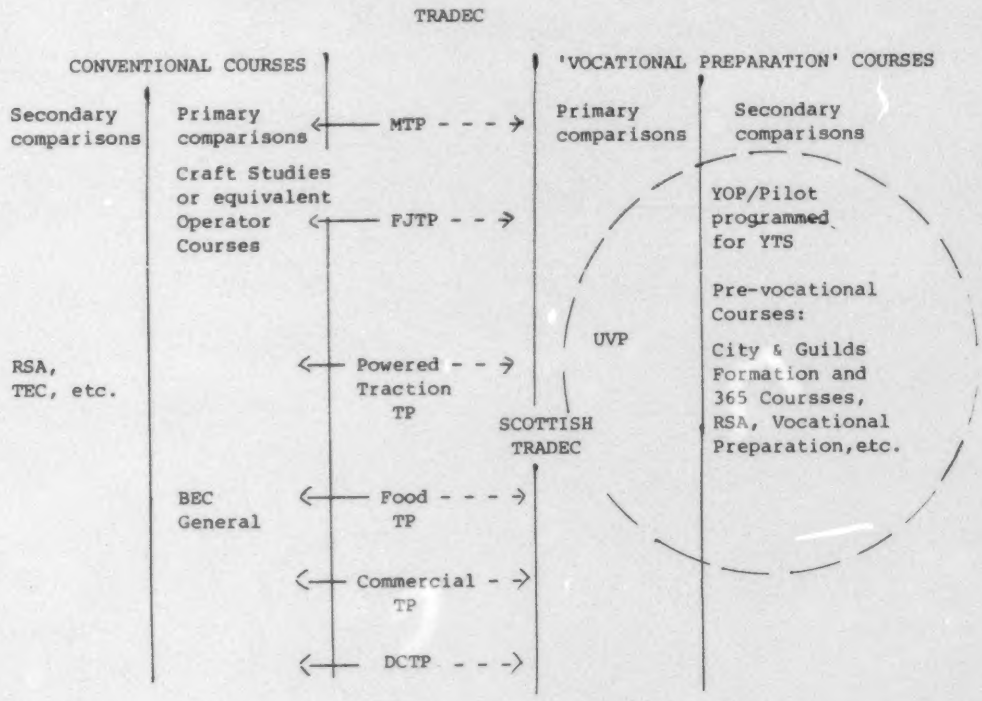
(b) The performance of the system, in terms of processes and outcomes.

The former is of primary importance in the comparison of distinctive features, the latter in the assessment of effectiveness.

39 In view of the proliferation of courses and schemes under both the Vocational Preparation and 'conventional' arms, it was the judgment of the researchers that, in comparison of implementation, particular attention should be given to selected forms of provision with which it appears the most fruitful and significant comparison can be made, second level comparative comment comparable or contrasting features of particular importance.

40 The selection of the 1st level - 2nd level comparisons has been informed by discussions with representatives of intending users of the research, and consultants to it. The working model appears below.

41 Comparison of the implementation of the TRADEC approach with that of other forms of Conventional and Vocational Preparation provision.



42 The 1st level comparison with UVP is important for reasons which include its encapsulation of the essential Vocational Preparation Curriculum features (FEU 1981 : 12 - 13) its orientation towards young people in employment, and therefore the importance of employer acceptability; the acceptance of TRADEC I for UVP funding. 2nd level comparisions will also be made with other components of the Vocational Preparation package in respect of the essential curriculum features.

43 The first level comparison with craft studies is of importance for reasons which include the origins of TRADEC schemes in 'filling a gap' for those who, on the phasing out of Craft Practice courses, were not appropriately served by Craft Studies courses since they were not receiving adequate complementary training - this role of TRADEC continues to be seen as its primary function by a significant number of agencies; the developments under discussion by the Joint Advisory Committee of City and Guilds and the REBs, which have considerable implications for the role and function of TRADEC the implications of changes in the balance between traditional craft and limited skill occupations, for provisions on the boundary of change; etc.

44 The first level comparison with BEC General courses has been included for reasons of a degree of overlap and interchange between the participating students in the area of operation of TRADEC, and the moves towards adaptation of BEC general to meet MSC and FEU criteria for Vocational Preparation.

45 In comparison both of operation and performance, the model of comparison presented on the following pages (12 - 15) was adopted.

46 It will be noted that the questions relating to TRADEC were developed under the main headings of this model in order to facilitate the types of comparison detailed above.

CRITERIA FOR ASSESSING THE EFFECTIVENESS OF 'VOCATIONAL PREPARATION' PROGRAMMES: A POSSIBLE MODEL

	the extent to which, for example, ----------
I RELEVANCE OF PROVISION	
(a) RELEVANCE TO NEEDS & INTERESTS OF LEARNERS	understates research information needs
	consults employers & learners in design & implementation processes
(b) RELEVANCE & ACCEPTABILITY TO EMPLOYERS	is perceived by learners & employers to be applicable to the life & work of participants
	equips participants with skills, knowledge and attitudes appropriate to current occupational & social roles
	relates theory to practice/integrates experience and practice gained in-company with college based work
	adapts to changing needs and circumstances
	provides a foundation for progression (Educational & occupational
II ABILITY TO SECURE AND MAINTAIN INVOLVEMENT OF THE INTENDED TARGET GROUPS	attracts enrolment from the intended target groups
	draws on other target groups
	maintains, from year to year, the involvement of the intended target groups
	has appropriate strategies for identification of, location of, and contact with the intended target groups
III APPROPRIATENESS AND EFFECTIVENESS OF SPECIAL CURRICULUM FEATURES:	
NEGOTIATION IN CURRICULUM DESIGN & DEVELOPMENT	are compatible with programme objectives
RELEVANCE AND EXPERIENCE	are based on, and take account of, sound educational and training principles concerning motivation, reinforcement and practice, etc.
STRATEGIES FOR TRANSFER OF BASIC SKILLS AND KNOWLEDGE	provide, collectively, an adequate balance of teaching & learning strategies
ASSESSMENT/GUIDANCE SYSTEMS	are appropriate to the needs and capacities of the target population
	are successful in meeting programme objectives (process and product)

	the extent to which, for example, ------
IV MOTIVATION: ABILITY TO STIMULATE AND MAINTAIN THE DESIRE TO LEARN IN STUDENTS ABILITY TO SECURE AND MAINTAIN THE ACTIVE PARTICIPATION AND COMMITMENT OF EMPLOYERS	is perceived to be worthwhile by students maintains level of involvement of students, in terms of - attendance - satisfactory completion of course work minimises 'drop-out' and wastage stimulates good general application to study leads to continued involvement
V ADEQUACY OF PLACEMENT AND GROUP ALLOCATION SYSTEMS	matches aptitudes of students to the demands of the scheme or course allows for student choice copes with conflict between e.g. student/employer choices affords opportunities for transfer between different programmes/programme elements, if necessary or desired
VI STUDENT PROGRESS AND ACHIEVEMENT	produces levels of achievement appropriate to capacities/potential of student develops basic (core) skills to acceptable standards produces an appropriate foundation of skills/knowledge for further development adopts effective 'monitoring'/guidance systems provides entry 'qualifications' for higher/further levels
VII QUALITY OF THE EDUCATIONAL AND TRAINING EXPERIENCE	the programme has effective mechanisms to guarantee maintenance of minimum standards implements sound educational practices is 'balanced' in terms of curriculum content and process is staffed by adequately prepared teachers/supervisors is adequately resourced in terms of facilities, equipment, etc the curriculum is effectively organised and integrated, within and between the colleges and participating companies provides a stimulating environment for learning allows adequate time for achievement of intended course outcomes

VIII EFFECTIVENESS AND USE OF ASSESSMENT INSTRUMENTS CERTIFICATION	the extent to which, for example, ------ implements assessment procedures appropriate to programme objectives uses assessment as an instrument of teaching and learning provides an assessment record which has currency recognition and meaning provides satisfactory means of communicating relevant information concerning learner achievements and capacities
IX COST EFFECTIVENESS	staffing and capital costs are comparable with those of courses of similar intensity and level an adequate proportion of schemes/courses reach viability levels the 'hidden costs' associated with the operation of the programme are likely to be significant in determining long-term viability comparative cost relates to effectiveness under criteria I-VIII

47 Co-operation and assistance was generously given by City and Guilds of London Institute, RSA, BEC, MSC (in respect of UVP/NTI). Substantial interviews and discussions took place with officers of these bodies. The bodies concerned also released substantial data on the operation of selected schemes and courses to the Research Team.

48 In addition, visits were made to selected schemes including City and Guilds 365, UVP, Craft, BEC and WEEP schemes. These provided supporting data useful in the interpretation of the more generalised information provided by the co-ordinating, validating and examining bodies.

APPENDIX I PROFILES OF COURSE TUTORS AND COURSE TEAM MEMBERS RESPONDING TO THE SURVEY

Age	Course Tutors N=20	Other Course Team Members N=46
Under 30	1	3
30-39	6	20
40-49	9	15
50-59	3	6
60 or over	-	-
Not known	1	2
Industrial Experience		
None	1	-
< 2 years	-	1
2-5 years	1	5
6-10 years	2	8
11-15 years	5	8
> 15 years	5	7
Some experience, not quantified	5	13
Not known	1	4
	20	46
Teaching qualifications*		
None	-	4
Cert Ed	16	30
City and Guilds FE Teachers Cert	1	4
Dip Ed (FE)	1	-
RSA Teacher Cert	1	1
Youth Leadership Cert	1	-
On course leading to qualification, at time of survey:		
Inservice Cert Ed	2	2
Other: Qualified Training Officer		1
B Ed		1
Qualified EITB Instructor		1
	23	46

*Three respondents held more than one qualification

APPENDIX II: COMPANY RESPONSES BY TYPE OF COMPANY AND ROLE OF RESPONDENT

		MTP	FJTP	DCTP	CTP	Food TP
(a)	Size of company					
	Small (< 50 employees)	7	40	10	5	2
	Medium (≥ 50 < 500)	13	12	5	3	1
	Large (≥ 500)	10	5	14	4	2
		30	57	29	12	5
(b)	Sector					
	Manufacturing Industries	23	39	-	5	-
	Distributive Industries	-	-	30	1	1
	Service Industries	5	13	-	4	3
	Public Authorities	2	3	3	3	1
(c)	Respondents' positions in the organisation (including responden's returning supplements)					
	Company Secretary	1	-	-	-	-
	Managing Director/Owner	2	26	4	2	1
	Works Director/Manager	3	12	-	1	-
	Production Director	1	4	-	-	-
	General Director	1	4	6	2	1
	Assistant Manager	1	-	-	-	-
	Departmental Manager	1	1	4	-	1
	Foreman	2	-	-	-	-
	Instructor	3	-	-	-	-
	Supervisor	-	3	8	-	-
	Staff Manager(ess)	-	-	5	-	2
	Training Officer	15	5	8	3	-
	Personnel Officer	1	-	14	2	-
	Other eg Diocesan Secretary)	-			3	-

APPENDIX III

PRIMARY EVALUATION QUESTIONS

(to be applied to the TRADEC system, for subsequent comparison of data obtained with existing and parallel data pertaining to other relevant modes)

1. RELEVANCE and ACCEPTABILITY (TO EMPLOYERS/LEARNERS)

On what bases, and by which means, do TRADEC committees and scheme co-ordinators identify and assess the needs and expectations of potential 'users' and 'consumers' of schemes? By what processes are their analyses translated into scheme designs and curricula?

How are the outcomes of these processes perceived/assessed by employers, in terms of the relevance of (a) the TRADEC model and objectives and (b) the curriculum-as-experienced, to their needs and those of their employees? What are the learners' perceptions/assessments of the relevance of TRADEC in respect of (a) their personal development and occupational needs and (b) the needs of their employers?

What strategies are adopted for 'selling' schemes to employers? What difficulties are encountered in persuading employers to enter the scheme? Are there significant regional / sectoral variations in response?

How significant is the 'triangular' liaison of negotiation process considered to be in terms of the acceptability and relevance of programmes, by parties to it?

2. TARGET GROUPS

To what extent do TRADEC schemes attract and maintain the involvement of the intended non-participant group? Are there variations by locality/trades grouping in recruitment? What are the trends in characteristics of scheme participants?

How far are schemes successful in attracting the intended range of age groups/occupations? What difficulties are encountered in persuading

employers to release (a) the traditionally non-participating young employee (b) older workers? What factors appear to be associated with success or otherwise?

3. CURRICULUM DESIGN AND SPECIAL CURRICULUM FEATURES

On what bases do TRADEC committees make design and related decisions concerning scheme objectives/learning parameters and intended outcomes? How are considerations of educational 'worthwhileness' matched with those of immediate employment requirements? To what extent are scheme design and writing processes adequate and appropriate to the demands of the TRADEC model?

What is the correspondence between distinctive curriculum features and scheme objectives? What variations are in evidence in interpretation of design and methodological features in implementation at college level?

How are negotiation/liaison processes organised and implemented? What is the frequency/duration/intensity of liaison and negotiation activities. How satisfactory are the outcomes of negotiation perccived to be by parties to them? What is the extent of learner participation in the negotiation process? How far is 'negotiating space' used in practice, and how far does it produce the intended adaptation to local and individual needs?

What is the nature and extent of the 'experiential' curriculum components in implemented TRADEC schemes? To what extent are schemes linked with in-company training/ in-company work?

To what extent are projects and related activities undertaken in the company setting? By what means is correspondence maintained between experiential and other curriculum components, in terms of timing/pacing/context etc., and how effectively?

How effectively are continuous assessment processes implemented, and used in the curriculum process?

Is there an identifiable core of basic skills which TRADEC schemes are intending to transfer? Do adequate means exist for assessment of achievement and progress in basic skills?

What variations exist in the treatment and integration of life and socical skills elements?

What are the perceptions/assessments of teachers/learners and employers of effectiveness of special curriculum features, against intended objectives/outcomes?

4. (a) LEARNER MOTIVATION

What evidence is there of degree of / variations in learner motivation, in terms of attendance levels, application to, and completion of, course work, achievement, wastage rates, etc? Is there evidence of changes in attitude to work, to college attendance and to study associated with participation? What appear to be the effects of involvement in the negotiation process on learner motivation?

(b) EMPLOYER COMMITMENT

How far do employers contribute to scheme design/working processes at committee level? What differences exist in the willingness of employers to participate in the liaison and negotiation process, to contribute to the development and support of in-company components, and toparticipate in industrial assessments? What factors appear to be associated with active involvement?

What are the difficulties encountered in establishment of employer commitment at committee/writing group/college levels?

What are perceived, by employers/college staff/learners to be the effects of TRADEC participation on employer/college relationships and employer/learner relationships?

5. PLACEMENT AND ALLOCATION TO GROUPS

What criteria are used by colleges for placement on TRADEC study groups? How effective are they in producing satisfactory placement?

To what extent does communication take place with employers/learners over placement?

What opportunities exist for transfer between TRADEC and other schemes in cases of unsatisfactory placement? How often does transfer occur between TRADEC and other couses, and for what reasons?

6. ACHIEVEMENT AND PROGRESS

What proportions of participants complete schemes satisfactorily? What factors are associated with non-completion?

What is the range of achievement levels produced, in terms of the measures adopted for the schemes? What variables appear to be associated with variations in there achieved levels? What are the trends in achievement levels?

What are the perceptions/assessments of learners/employers/teachers of levels of achievement in TRADEC schemes?

To what extent are guidance/counselling procedures linked with monitoring of progress and achievement.

What proportions of learners proceed/intend to proceed to further stages following completion of TRADEC schemes? What proportion intend to proceed to other forms of FE?

7. QUALITY OF THE EDUCATIONAL/TRAINING EXPERIENCE

What variations exist in teaching/learning strategies and in sequencing and structuring of the curriculum in implemented schemes? What are perceptions/assessments of teachers/employers/learners of implemented curriculum practices?

What are the problems encountered by teachers/trainers in the implementation of the TRADEC methodology? What are their perceived development needs? What opportunities exist for staff preparation and development? What isthe level of participation in these programmes? How adequate are opportunities perceived to be?

How do TRADEC bodies attempt to control implementation of schemes? What forms of monitoring are used? What mechanisms exist for feed-back to committees/writing groups/course teams? To what extent does review, evaluation and adaptation take place? How effective are procedures perceived to be in maintaining/improving the quality of shcemes?

What is the extent and perceived quality of supervision and support given to the learner in-company? What systems exist for ensuring that supervision and support is available for the learner in the company setting?

8. ASSESSMENT

What are the bases for adoption of the profile approach to assessment and certification? What is its relationship with scheme objectives/ features.

How appropriate are the instruments/criteria adopted in relation to scheme philosophy, methodology and objectives? What difficulties are encountered in implementation of the assessment procedures? What support and guidance is available to staff in the development of assessment systems and how adequate are these perceived to be?

What are the perceptions of teachers/learners and employers of strengths and weaknesses of assessment and certification precesses?

9. COST/VIABILITY OF THE SYSTEM

What evidence is there to support the validity of arguments concerning the total balance of costs in TRADEC implementation?

What are perceived justificaitons provided by outcomes, for costs? What variations exist in the perceived relationship between 'effort' and 'return', and what factors appear to be associated with variations? What are the 'hidden costs' associated with the effective operation of TRADEC?

What factors/conditions seem to be associated with viability of the

system and its component schemes? What factors appear to influence the decisions of colleges/regional bodies and local authorities to adopt the TRADEC system? What regional/local factors appear to be associated with the successful launching and maintenance of the TRADEC system?

APPENDIX: IV COURSE TUTORS' QUESTIONNAIRE

(a) Interview Schedule

I. SCHEME DETAILS

For each stage in operation,

1.1 What is its length in weeks?

1.2 What is the pattern of attendance for

- COLLEGE-BASED WORK
  eg full-day release/½ day release/block release/day and block release, etc
  for Block release obtain details of number of blocks/weeks per block/
  interim 'linking' arrangements, if any.
- COMPANY-BASED WORK
  eg is there a required number of days of company-based work? If so,
  how is this organised?
- RESIDENTIAL ELEMENT
  How many blocks/days per block/ at what location
- OTHER ELEMENTS (eg INDUCTION)
  No. of days, etc, as appropriate

II. COURSE TUTOR'S PERSPECTIVE ON DEVELOPMENT OF THE SCHEME IN THE COLLEGE

2.1 When and in what circumstances was this TRADEC scheme introduced in the College?
How was the need/demand for a TRADEC scheme in this area identified?

2.2 How has the scheme developed? When were new stages introduced (if at all)? Is the scheme growing/declining or steady at present level, in the College?

2.3 What institutional factors have influenced/are influencing the growth and success of the scheme. Which factors have tended to support, and which to impede the development of the scheme.

2.4 What other major factors have been significant in supporting or impeding the scheme's development in this college, eg, industrial situation, educational developments elsewhere in the system, etc.

2.5 (If Stage I of the scheme is a UVP/TRADEC Scheme) are there any particular advantages or disadvantages that the UVP Association has brought to the development of the Scheme.

III. COURSE TUTOR'S INVOLVEMENT AND ROLE

3.1 Is this academic year the:

1st year _____

2nd year _____

3rd year _____

4th year _____

5th or subsequent year _____

in which the respondent has acted as the course tutor for this TRADEC scheme

3.2 How did he come to be involved as the course tutor of this scheme

3.3 Is he course tutor for all stages operating? If not, for which is he course tutor?

3.4 Does the course tutor have previous experience of teaching on other TRADEC schemes

- in this college?
- in other colleges?

3.5 Does he have experience as a tutor on other 'vocational preperation' courses for the target group associated with TRADEC?
Obtain details.

3.6 What experience does he have as a tutor on conventional non-advanced courses of Further Education, eg, City and Guilds, BEC, etc? Obtain brief details.

3.7 Which of the following course activities does he undertake. Obtain brief details of the nature and extent of his involvement in each.
liaison with companies and other employing organisations, for recruitment purposes.
liaison with participating companies over course process and content.
course administration
course planning
classroom teaching
project supervision
student counselling/guidance
assessment/examining
other (please specify other)

IV. "SELLING' TO EMPLOYERS

4.1 How were/are the target employers identified, how is the 'need' or likely demand for the scheme assessed?

4.2 How are the employers to be approached, selected each year? How far is the same employer group maintained? How many new employers are approached each year (approx)

4.3 How is the initial contact made; how is the scheme presented; does the course tutor work through training or employer associations, or similar groups, for recruitment purposes.

4.4 What was the 'take-up' rate among employers
- in the first year of the course
- currently

4.5 Can the course tutor identify common reasons for
- employer dropout?
- level of employer take-up?

4.6 How are recruitment duties shared between members of the course team?

4.7 What are the experiences of the course tutor/team of the 'selling' process? What particular problems and successes have been encountered?

V. LIAISON WITH EMPLOYERS

5.1 How is College/Company liaison organised? How may liaison meetings take place with each Company involved, in a typical scheme?

5.2 What are the main objectives/purposes of the liaison meetings? How effective are they in achieving their purposes in the course tutors' experience?

VI. COMPANY-BASED WORK

6.1 How many of the students undertake company-based work within this scheme? Are there any specifications of time to be spent/type of activity to be undertaken, in this scheme? Is a company-based element activity encouraged? Does the course have any in respect of inclusion of a company based element?

6.2 How is company-based work monitored? How does it link with college-based work and how is correspondence maintained between TRADEC work undertaken in the company and the college settings.

6.3 In what proportion of the participating companies is an industrial tutor/supervisor(or equivalent) responsible for supervision/support of TRADEC participants?

6.4 How effectively does the combination of company based/college based activity work in this scheme, in the course tutor's view?

VII. CURRICULUM

7.1 How far does the course tutor consider that the 'array' curriculum structure adequately accommodates the curriculum content and processes which he considers desirable?

7.2 How is the curriculum structure translated into practice in this scheme? How is the scheme content structured or sequenced?

7.3 a) What does the course tutor consider to be the main curriculum problems encountered in implementing TRADEC?
b) How has he attempted to deal with these problems?
c) With what degree of success?

7.4 a) What do you consider to be the main ORGANISATIONAL problems that you have encountered in implementing TRADEC?
b) How have you attempted to deal with these problems?
c) With what degree of success?

7.5 How is the life and social skills component handled within this course? How is it staffed? Is the course tutor satisfied with the place of L & SS in the TRADEC structure? How effective does he consider the L & SS component to be in this scheme?

7.6 What teaching and learning methods has the course tutor found to be most effective in dealing with this target group?
Do they differ significantly from those he has found effective with other groups?
How, in the Course Tutor's view, do the levels of achievement of TRADEC students compare with those of similar groups of students in other courses which he has experienced?
It is sometimes claimed that TRADEC generates high learner motivation in a group characteristically associated with poor motivation. How far is this borne out by the Course Tutor's experience, and in what ways?

VIII. PLACEMENT

8.1 What criteria are used for placement of students on this TRADEC scheme? Do these criteria produce satisfactory placement, on the whole, in the course tutor's view?

8.2 To what extend does communication take place with employers/learners over placement?

8.3 What opportunities exist for transfer between this TRADEC scheme and other courses and schemes in cases of unsatisfactory placement? How often does transfer take place between this TRADEC scheme and other courses, and for what reasons?

IX. SPECIAL FEATURES

THE FOLLOWING QUESTION PRESENTS A SET OF STATEMENTS WHICH HAVE BEEN USED TO DESCRIBE THE INTENDED OPERATION OF TRADEC. THE COURSE TUTOR IS ASKED TO ASSESS THESE STATEMENTS IN THE LIGHT OF HIS EXPERIENCES OF TRADEC IMPLEMENTATION.

9.1 'TRADEC creates a genuine partnership between the learner, the employer and the college'?
How far, and in what respects, does the course tutor consider that the schemes in which he is involved represent an effective working partnership between employers, learners and the college?

9.2 'the TRADEC system fits itself to each individual and each working situation'.
How far and in what ways does he consider that his schemes have been able to fit themselves to each participating individual and each working situation? What factors interfere with this process, if any?

9.3 'the employer and the learner have a significant part in deciding what is done and how it is to be done'?
How far do employers contribute to these decisions in the schemes in which he is involved? How far do learners contribute to these decisions in the schemes in which he is involved?

9.4 'the operational management of the system successfully accommodates groups of people of differing job backgrounds and differing levels of ability'
How widely mixed are the groups he deals with, in terms of:
- occupation?
- age?
- ability?
How far does he consider that the TRADEC system is adequate, in practice, to meet the needs of people from widely different job backgrounds?

9.5 'Employer and learner are involved in the assessment process, therefore the bases and results of assessment are well understood'
In what ways are employers and learners involved in the assessment process in his scheme?
How is continuous assessment undertaken?
How far is the assessment process used actively to facilitate learning?

9.6 'TRADEC is a system of personal development which uses the working situation as a vehicle and motivator'
How far does he consider that the personal development needs of learners are adequately identified and met through the TRADEC scheme in which you are involved?

X. COSTS

10.1 It is frequently said that launching and running a TRADEC scheme is very time consuming and therefore expensive in comparison with other courses. Is this the experience of the Course Tutor?

10.2 How does the Course Tutor assess the 'new balance sheet' argument which claims that where staff costs, savings of capital costs, greater throughput of students and better use of college resources through the year are all considered, TRADEC is no more 'expensive' than a conventional course?

10.3 Does the course tutor consider that 'the return justifies the effort' in running TRADEC schemes?

XI. STEERING COMMITTEE

Is there a Steering Committee or similar body associated directly with this TRADEC scheme? What has been the nature of the content between the course tutor and the steering committee. What contribution does the steering committee make to the scheme? (Relevant for all UVP/TRADEC schemes)

XII. EVALUATION

12.1 Does the course team regularly evaluate the scheme and by what means?
12.2 Does the course team feed back its experiences of implementation of the schemes to the working groups and other committees?
12.3 How useful/effective does the course tutor feel the moderation system to be?

XIII. STAFF DEVELOPMENT

13.1 What staff development activities directly concerned with TRADEC has the Course Tutor participated in? (Obtain brief details)
13.2 Does he consider that tutors in TRADEC schemes require skills substantially different from:
- those required in conventional courses?
- those required in other vocational preparation courses?
13.3 What does he consider to be your own development needs in respect of your roles as a TRADEC Course Tutor?
- in the past?
- currently?
13.4 To what extent does he consider that the course team has a significant staff development function in respect of TRADEC?
- currently?
- potentially?
Has the course tutor attempted to develop this function in the course team?
13.5 Does the course Tutor consider the existing staff development provision available to be adequate to meet the development needs of a TRADEC tutor?
13.6 How is the course team selected for this scheme?
What, in the course tutor's view, is the ideal staffing arrangement on a scheme of this kind (eg levels of staff/'mix' of staff/staff-student ratio/'double' staffing, etc) and staff roles.

XIV. GENERAL

14.1 Has the course tutor been involved in any other TRADEC activities? (Please give brief details)
- membership of TRADEC committees
- membership of writing groups
- contributions to staff development programmes.
- moderating
- other
14.2 In general, how successful does the course tutor consider this scheme to be in meeting the stated aims of TRADEC?
14.3 What does he consider to be the main strengths and weaknesses of the TRADEC approach? How, in his view, does it compare, in terms of its outcomes, with:
a) conventional courses for the target group in question?
b) other vocational preparation courses?

APPENDIX IV

(b) Self-completion Section

UNIVERSITY OF SURREY
Department of Adult Education
Guildford
Surrey GU2 5XH

TEL: (0483) 71281

AN EVALUATION OF TRADES PRINCIPLES SCHEMES

A Study commissioned by the Further Education Curriculum Review and Development Unit.

COURSE TUTORS' INTERVIEW:
SELF COMPLETION SECTION

SCHEME:

STAGE(S):

SERIAL NO. | | | |

1. PERSONAL DETAILS

(a) AGE: Under 30 _____
30 - 39 _____
40 - 49 _____
50 - 59 _____
60 or over _____

(b) College by whom you are employed?

_____
_____

(c) What is your position / Department?

_____
_____

(d) Is your position full-time or part-time?

_____
_____

(e) Please describe briefly:

(i) any industrial experience you have had in the course of your career?

_____
_____
_____

(ii) any teacher training you have recieved in the course of your career?

_____
_____
_____

2. It is often reported that launching and running a TRADEC scheme is very expensive in terms of 'time costs'. Please estimate

(a) the amount of time (timetabled and extra) that was involved in launching the scheme, including contacting

employers, designing the curriculum etc.
(answer only if sufficiently recent for a reasonable estimate to be made).

(b) Please estimate (if applicable) the amount of time that was involved in launching subsequent schemes.

(c) How much time have you yourself spent, after the initial launching period, on the following activities:

	STAGE I	STAGE II	STAGE III
- teaching			
- administration			
- liaison activities			
- other activities associated with the running of this scheme			

(d) How does this pattern and level of time expenditure compare with that associated with:

(i) comparable conventional courses

(ii) comparable non-traditional vocational preparation courses

3. Please list all staff involved in each TRADEC stage in operation.

	STAGE I				STAGE II				STAGE III			
	Department/ Organization	*Status (e.g. SL, L2, L1, Training Officer)*	*Full- or Part-time*	*No. of contact hours with* TRADEC students	*Department/ Organization*	*Status (e.g. SL, L2, L1, Training Officer)*	*Full- or Part-time*	*No. of contact hours with* TRADEC students	*Department/ Organization*	*Status (e.g. SL, L2, L1, Training Officer)*	*Full- or Part-time*	*No. of contact hours with* TRADEC students
1												
2												
3												
4												
5												
6												
7												
8												
9												
0												

41

42

4. Please list below the names of any STUDENTS who withdrew from the 1980/81 scheme (after the first week) and state the reason for withdrawal, if known.

STAGE I	REASON (if known) FOR WITHDRAWAL

STAGE II	

STAGE III	

5. Please list below the names of EMPLOYERS who have withdrawn within the last 3 years, and state the reason for withdrawal, if known:

NAME OF COMPANY/EMPLOYING ORGANISATION	REASON (if known) FOR WITHDRAWAL

THANK YOU FOR YOUR CO-OPERATION

1 - 8

CONFIDENTIAL

UNIVERSITY OF SURREY
Department of Adult Education
Guildford
SURREY GU2 5XH

TEL: (0483) 71281

AN EVALUATION OF TRADES PRINCIPLES SCHEMES

A Study commissioned by the Further Education Curriculum Review and Development Unit.

QUESTIONNAIRE FOR PARTICIPANTS

SCHEME:

STAGE:

DATE OF ADMINISTRATION:

This questionnaire is part of a study which is being carried out to find out more about TRADEC schemes and how they work out in practice.
We are asking about 500 students involved in TRADEC schemes to tell us about their experiences and views of TRADEC by filling in these questionnaires.
We should be very pleased if you would help us by answering, as fully as you can, the questions in this booklet.
This is NOT a test. You are not asked to give your name and all your answers will be treated as CONFIDENTIAL. They will be used only by the researchers, and will not be looked at by course tutors or employers.

Thank you for your co-operation,

KAREN EVANS
UNIVERSITY OF SURREY
DATE: 1.5.81

SERIAL NO. ☐☐☐ ☐☐☐☐☐☐

9 - 30

1. Please list below all TRADEC schemes and stages that you have taken part in, including your present one.

Title of Scheme	Stage	Year Enrolled
		9 10 11
		12 13 14
		15 16 17
		18 19 20

2. (a) When were you first told that your company was prepared to send you on a TRADEC scheme? (please tick) 21

- at the job interview
- after joining the company 22
- other

(b) Had you at any time asked your company to give you opportunities for further education / training?

YES / NO (please ring)

If YES, did you ask to take part in a TRADEC scheme? _____ 23 24

OR

another type of course? _____ 25

(c) Did you have discussions with your supervisor/ training officer about what you might gain from the TRADEC scheme? YES / NO

If YES, what possible gains / benefits were discussed?

_____ 26 27 28 29

_____

(d) Were you allowed to decide for yourself whether or not you would take part in the scheme?

YES / NO 30

31 - 44

3. (a) How did you feel about taking part in a TRADEC scheme at the beginning. (Please tick the line which describes most closely how you felt).

- enthusiastic
- willing, but not enthusiastic
- not really interested
- reluctant
- opposed to it

□ 31

(b) Can you say why you felt like that?

_____

_____

_____

□□□□ 32 33 34 35

(c) Have your feelings about taking part in the scheme changed since then?

YES / NO / UNCERTAIN

□ 36

If YES, in what ways have they changed?

_____

_____

_____

_____

□□□□ 37 38 39 40

4. (a) Have you had opportunities to discuss your own ideas about what you should be learning on this TRADEC scheme with your college tutors?

YES / NO

If YES, have the discussions taken place:

in a group? _____

with you individually? _____

by other means? (please specify) _____

□□ 41 42

(b) Have you had opportunities to discuss your own ideas about what you should be learning with company training / supervisory staff?

YES / NO

If YES, have the discussions taken place:

in a group? _____

with you individually? _____

by other means? (please specify) _____

(please tick)

□□ 43 44

45 - 63

5. How far do you feel that your own needs and interests have been taken into account by college and company staff in planning the work which you have done in your TRADEC scheme?
FULLY / TO SOME DEGREE / HARDLY AT ALL ☐ 45

6. Listed below are some of the benefits that people have said TRADEC brings. Please tick any which you think apply to you:
TAKING PART IN TRADEC:

Has helped me to understand my work better _____ ☐ 46

Has helped me to learn things of use to me in my life outside work _____ ☐ 47

Has given me greater confidence personally _____ ☐ 48

Has given me wider work experience _____ ☐ 49

Has given me a broader outlook on work _____ ☐ 50

Has given me more responsible attitudes towards my work _____ ☐ 51

Has helped me to communicate better _____ ☐ 52

Has given me the means of getting a better job _____ ☐ 53

Has brought me new opportunities at work _____ ☐ 54

It has helped me in my relationships with other people _____ ☐ 55

Has helped me to get more satisfaction from my work _____ ☐ 56

Has given me opportunities to develop my interests _____ ☐ 57

Has given me opportunities to gain knowledge and skills I could not have gained at work _____ ☐ 58

Has given me the chance to gain a qualification _____ ☐ 59

Please add below other benefits which you feel you have gained from taking part in TRADEC:

_____ ☐☐☐☐ 60 61 62 63

64 - 81

7. What do you think you employer has gained from your participation on a TRADEC scheme?

64 65 66 67

8. Which parts of this scheme have been:
(a) most useful to you, in your work?

68 69 70 71

(b) least useful to you, in your work?

72 73 74 75

9. How much of the following parts of the scheme have been done in your company? (please ring)

MAIN PROJECT

none / very little / about half / most / all

76

SMALL PROJECTS AND ASSIGNMENTS

none / very little / about half / most / all

77

DEMONSTRATIONS / EXPERIMENTS / EXERCISES

none / very little / about half / most / all

78

Have any of the parts of your work been done in another company? Please give details:

79 80

10. ANSWER ONLY IF NONE OF YOUR TRADEC COURSEWORK HAS BEEN DONE IN YOUR COMPANY:
Do you feel that the scheme would have been more or less useful to you if some of your coursework had been done in your company?
MORE USEFUL / LESS USEFUL / UNCERTAIN

81

82 - 96

11. IF SOME OF YOUR TRADEC COURSEWORK HAS BEEN DONE IN YOUR OWN COMPANY:

(a) Do you have someone at work to supervise and help you with TRADEC coursework? _____ ☐ 82

(b) Who is this? (please tick)

- Training Manager
- Supervisor / Line Manager
- Personnel Manager ☐ 83
- Other (please specify _____

(c) What types of support and help have been given to you in your company, in connection with your TRADEC scheme? (please tick the types of help you have been given and for each item ticked, show how helpful you have found that particular type of support)

SUPERVISION OF PROJECT WORK _____ ☐☐ 84 85

very helpful / fairly helpful / of little help

ARRANGING VISITS AND OTHER SPECIAL ACTIVITIES ____ ☐☐ 86 87

very helpful / fairly helpful / of little help

ARRANGING EXPERIENCE OF DIFFERENT TYPES OF WORK ___ ☐☐ 88 89

very helpful / fairly helpful / of little help

GIVING ADVICE AND GUIDANCE ON COURSEWORK _____ ☐☐ 90 91

very helpful / fairly helpful / of little help

PROVIDING MATERIALS AND EQUIPMENT FOR USE IN PROJECT WORK _____ ☐☐ 92 93

very helpful / fairly helpful / of little help

OTHER (please specify) _____

very helpful / fairly helpful / of little help ☐☐ 94 95

(d) Has the time which you have been given to do TRADEC coursework within your own company been

- too much
- just enough
- not quite enough
- far too little ☐ 96

for what you have been expected to do? (please tick)

97 - 108

12. DURING THIS STAGE OF YOUR SCHEME:
How many times have you been visited in your company by someone from college? (please ring)

once / twice / more than twice / not at all

97

---

13. Do you feel that your work on this TRADEC scheme has received enough individual attention from your college tutors?

YES / NO / UNDECIDED

98

Does your college tutor discuss with you:

(a) your coursework marks (please ring)

regularly / occasionally / rarely / not at all

99

(b) your general progress

regularly / occasionally / rarely / not at all

100

---

14. (a) In what ways, if at all, does your company give credit to employees for effort and achievement on TRADEC schemes?

101 102 103 104

(b) In what ways, if any, do you feel that gaining a TRADEC certificate will help your prospects:

- in your present employment

105 106

- in future employment

107 108

---

109 - 125

QUESTIONS 15 AND 16 ARE TO BE ANSWERED BY STAGE II AND STAGE III STUDENTS ONLY

15. If you have done previous stages of this scheme:

(a) What were your main reasons for continuing to the next stage? _____ 109 110

_____

(b) Have you found this stage more or less satisfactory than previous stages in:

- relevance to work needs?

MORE SATISFACTORY / LESS SATISFACTORY / NEITHER 111 112 113

If MORE or LESS SATISFACTORY, please say in what ways: _____

_____

- relevance to personal needs?

MORE SATISFACTORY / LESS SATISFACTORY / NEITHER 114 115 116

If MORE or LESS SATISFACTORY, please say in what ways: _____

_____

- opportunities for activities directly related to your work, eg. company-based projects?

MORE SATISFACTORY / LESS SATISFACTORY / NEITHER 117 118 119

If MORE or LESS SATISFACTORY, please say in what ways: _____

_____

- opportunities to have a say in the planning of your own course-work?

If MORE or LESS SATISFACTORY, please say in what ways: _____ 120 121 122

_____

_____

16. If you have entered the schemes at Stage II or III without doing the previous stage(s):

Have you experienced any particular difficulties or problems in this scheme as a result of not having taken the previous stage(s)? In what ways? 123 124 125

_____

_____

_____

126 - 142

17. TO BE ANSWERED BY STAGE I AND STAGE II STUDENTS ONLY:

Do you intend to take further stages of this scheme, if and when they are available?

YES / NO / UNDECIDED

126

18. TO BE ANSWERED BY ALL:

Have your views about education and training changed as a result of taking part in TRADEC?

YES / NO

If YES, in what ways have they changed:

127 128 129 130 131

19. Do you intend to take any other Further Education courses after completing TRADEC?

YES / NO / UNDECIDED

If YES, what course do you have in mind?

132 133

20. (a) On the whole do you think that TRADEC is a worthwhile scheme for people at work to take part in?

134 135 136 137 138

Why do you think that?

(b) What improvements could you suggest to its organisers?

139 140 141 142

143 - 150

NOW SOME QUESTIONS ABOUT YOU (please tick)

21. AGE: _____ 143

22. SEX: MALE _____ FEMALE _____ 144

23. Did you stay on at school for an extra year?
(After reaching school leaving age) _____ 145

24. Did you obtain any qualifications at school?
YES / NO 146
If YES, please write in the number of each type of qualification:

	NUMBER GAINED
CSE Grade I	
CSE Grades 2 and 3	
CSE other Grades	
GCE 'O' grades 1, 2 and 3	
GCE 'O' other grades	
Other	

147

25. IF YOU ARE EMPLOYED OR ON A YOUTH OPPORTUNITIES (YOPS) OR WORK EXPERIENCE (WEP) SCHEME:
What is your job? _____
_____ 148
What, briefly, does it involve?
_____
_____
_____
What is the name of your employer?
_____
_____ 149

26. IF YOU ARE UNEMPLOYED:
In what job area are you seeking work?
_____
_____ 150

151 - 155

27. (a) Have you ever attended college for any other courses apart from TRADEC since leaving school? ☐ 151

(b) Please list any qualification / certificates gained: (eg. City and Guilds / BEC / UVP / 'O' Level, etc.) ☐ 152 ☐ 153

☐ 154

(c) Did you obtain release from your present or a previous employer to attend these? _____

☐ 155

THANK YOU FOR YOUR HELP

PLEASE WRITE BELOW ANY FURTHER THOUGHTS YOU HAVE ABOUT TRADEC WHICH YOU THINK WILL BE USEFUL TO THE RESEARCHERS (CONTINUE ON THE BACK OF THIS SHEET IF NECESSARY).

(a) For those with overall responsibility for the participation of trainees in TRADEC

1 - 27

CONFIDENTIAL

UNIVERSITY OF SURREY
Department of Adult Education
GUILDFORD, Surrey GU2 5XH

Tel: (0483) 71281

AN EVALUATION OF TRADES PRINCIPLES SCHEMES

A study commissioned by the Further Education Curriculum Review and Development Unit.

QUESTIONNAIRE FOR EMPLOYERS

SCHEME:

This questionnaire is part of a national study currently being carried out into the operation of TRADEC schemes.
In the assessment of a system of worker education and training such as TRADEC, employers' views and experiences are of prime importance.
We should be very pleased if you would help in this work by completing this questionnaire and returning it to the the above address.
Please consult notes for guidance attached. All replies will be treated as CONFIDENTIAL.
Thank you for your co-operation,

KAREN EVANS
UNIVERSITY OF SURREY
DATE:

SERIAL NO. [ ][ ] [ ][ ] [ ][ ] [ ][ ]
1 2 3 4 5 6 7 8

SECTION I

1. How many of your employees participate in these TRADEC schemes per year (please indicate range, if variable)
STAGE I _____ STAGE II _____ STAGE III _____ [ ][ ][ ] 9 10 11

2. When did you first involve your employees in this TRADEC scheme? YEAR _____ [ ] 12

3. (a) What types and levels of workers are offered involvement in this scheme? [ ][ ] 13 14

(b) Are all employees in these groups offered involvement in this scheme? YES / NO
If NO, what criteria are applied in selection? _____ [ ][ ][ ] 15 16 17

4. Before your company began using this TRADEC scheme, were the groups of workers now involved in the scheme involved in other Further Education and/or training courses?
YES / NO / NOT APPLICABLE If YES, please list courses: _____ [ ][ ] 18 19

5. How many times during a typical TRADEC stage do company personnel meet college staff for discussion of course matters?
STAGE I _____ STAGE II _____ STAGE III _____ [ ][ ][ ] 20 21 22

6. (a) Do you consider the liaison meetings which take place between college staff and company staff, in connection with this scheme, to be (please tick):
too frequent_____ insufficiently frequent_____ of the right frequency_____ [ ] 23

(b) What are you looking for in contacts of this kind with college staff? _____ [ ][ ][ ] 24 25 26

(c) Are you satisfied with the outcomes of liaison and negotiation? _____ [ ] 27

7. (a) Do TRADEC participants undertake any company-based work as part of their TRADEC scheme (eg. company-based projects, assignments, etc.) YES / NO [ ] 28

(b) Please describe briefly the forms which the company-based work takes. (Please write N/A if inapplicable) [ ] [ ] [ ] [ ] 29 30 31 32

(c) How much time, within normal working hours, are TRADEC participants given for company based course work? (If variable, please give range) [ ] [ ] 33 34

8. (a) Please indicate which of the following types of company personnel are directly involved in: [ ] [ ] [ ] [ ] 35 36 37 38

the planning of company-based TRADEC activities:
line manager to the employee undertaking TRADEC _____ training manager _____
training officer _____ other (please specify) _____

(b) the implementation of company-based TRADEC activities:
line manager to the employee undertaking TRADEC _____ training instructor _____
training officer _____ other (please specify) _____ [ ] [ ] [ ] [ ] 39 40 41 42

9. What criteria, if any, are applied in the selection of company personnel for supervisory and related roles in this TRADEC scheme? _____ [ ] [ ] [ ] [ ] 43 44 45 46

10. What arrangements are made to ensure 'linkage' between the company-based elements of TRADEC and college-based work? (please tick, and indicate approximate frequency during the scheme)

	FREQUENCY
Periodic meetings between college and company supervisory staff	
Visits of company staff to scheme participants in the college setting	
Discussions between company supervisory / training staff and the scheme participants	
Other (please specify) _____	

[ ] [ ] [ ] [ ] [ ] [ ] 47 48 49 50 51 52

11. The curriculum structure of TRADEC has been designed to allow each scheme to be aligned with students' and employers' individual needs.
In what ways do you consider that this scheme has been successfully aligned with:

(a) employees' individual needs? [ ] [ ] [ ] [ ] 53 54 55 56

(b) the company's needs? [ ] [ ] [ ] [ ] 57 58 59 60

12. What do you consider that employees have gained from their participation in this TRADEC scheme? [ ] [ ] [ ] [ ] 61 62 63 64

13. What benefits do you think the company has gained from involving its employees in this TRADEC scheme?

65 66 67 68

14. Please indicate your general satisfaction with progress in work related skills of employees participating in this TRADEC scheme, on the scale below:

satisfied 1 2 3 4 5 dissatisfied

69

Please explain your rating.

70 71

15. (a) What practical difficulties, if any, has the company encountered in:

(i) releasing employees for TRADEC activities.

72 73

(ii) organisation of company-based activities under the scheme.

74 75

(iii)participating in necessary liaison activities with the college(s)

76 77

(b) Please describe any particular advantages and disadvantages which (i) the structure (ii) the length of the course holds for your company.

78 79 80 81

82 83 84 85

16. The notion of a 'working partnership' between employer, employee and college is fundamental to the design of TRADEC schemes.

Please indicate the extent to which you consider that this TRADEC scheme operates as a 'working partnership', on the scale below:

Does not operate as a 'working partnership' 1 2 3 4 5 Operates as a full 'working partnership'

86 87 88

Please justify your rating.

17. What do you consider, in general, to be the major strengths and weaknesses of the TRADEC approach?

89 90 91 92

93 94 95 96

97 98 99 100

P.T.O.

SOME BASIC QUESTIONS ABOUT YOUR COMPANY

18. (a) Name of Company: _____

(b) Size of Company: _____

(c) Nature of Business: _____

(d) Number of Employees ____ Number of employees in establishment (if applicable) _____

101 102 103 104

19. Other education and training schemes in which the company participates. (Please give details)

_____

_____

_____

_____

_____

_____

105 106 107 108

20. Your name and position in the Company:

_____

_____

_____

109

PLEASE ADD ANY OTHER COMMENTS WHICH YOU THINK WILL BE OF VALUE TO THE RESEARCH TEAM, BELOW, CONTINUING ON A SEPARATE SHEET OF PAPER, IF NECESSARY.

_____

_____

_____

_____

_____

_____

(b) For direct trainers with responsibility for TRADEC trainees

UNIVERSITY OF SURREY
Department of Adult Education
GUILDFORD, Surrey GU2 5XH

Tel: (0483) 71281

1 - 33
CONFIDENTIAL

AN EVALUATION OF TRADES PRINCIPLES SCHEMES (TRADEC)

A study commissioned by the Further Education Curriculum, Review and Development Unit

QUESTIONNAIRE FOR EMPLOYERS:

SUPPLEMENT FOR COMPANY PERSONNEL DIRECTLY INVOLVED IN SUPERVISION/INSTRUCTION OF TRADEC PARTICIPANTS

SCHEME:

SERIAL NO. [ ][ ][ ] (1 2 3) [ ][ ][ ] (4 5 6) [ ][ ][ ] (7 8 9)

1. How many employees on this TRADEC scheme are currently under your supervision / instruction? [ ] (10)

2. How many of these are on each stage of this TRADEC scheme? [ ][ ][ ] (11 12 13)

	Number
Stage I	
Stage II	
Stage III	

3. What is your role in relation to these TRADEC participants? (please indicate below the role which most closely describes your own) [ ] (14)

Instructor _____ Line Supervisor _____ Industrial Tutor _____

Other (please specify) _____

4. What forms of guidance, instruction and/or supervision do you give to employees engaged in company-based course-work (eg. projects, assignments, etc.) for this TRADEC scheme? [ ][ ] (15 16)

	FREQUENCY	
Supervision	Regular/Occasional	(17 18)
Formal instruction	Regular/Occasional	(19 20)
General discussion of progress	Regular/Occasional	(21 22)
Other (please specify) _____	Regular/Occasional	

5. (a) Are you, yourself, involved in liaison with the college(s) running this TRADEC scheme? YES / NO [ ] (23)

(b) If so, how often do you meet college staff to discuss course matters, during a typical 'stage'? [ ] (24)

Once ____ Twice ____ Three times ____ Four times ____ Five or more times _____

(c) Is this frequency of meetings, in your view:- [ ] (25)

too great? _____ not great enough? _____ just right? _____

6. What benefits, if any, do you think that employees have gained from their participation in TRADEC? [ ][ ][ ][ ] (26 27 28 29)

7. What benefits, if any, do you think the company has gained by involving its employees in TRADEC schemes? [ ][ ][ ][ ] (30 31 32 33)

34 - 67

8. Are you generally satisfied with the progress in work-related skills made by employees who participate in TRADEC schemes? YES / NO

If NO, in what respects are you dissatisfied? _____

34 | 35 36 37

9. What practical difficulties, if any, have you encountered, in connection with:

- release of employees for TRADEC activities?

38 39

- organisation of company-based activities as part of the TRADEC scheme?

40 41

- liaison activities with college tutors?

42 43

Please describe any particular advantages or disadvantages which:

(i) the structure (ii) the length of the scheme holds for you

44 45

10. The notion of a 'working partnership' between employers, employees and the college is fundamental to the design of TRADEC schemes. Please show the extent to which you consider that this TRADEC scheme operates as a working partnership, on the scale below:

Does not operate as a working partnership 1 2 3 4 5 Operates as a full working partnership

46 47 48

Please justify your rating: _____

11. Do you feel that any significant changes have occured as a result of involvement in this TRADEC scheme, in:

(a) your relationship with college staff? _____

49 50

(b) your relationships with employees under your responsibility? _____

51 52

(If YES, please describe changes briefly) _____

12. What do you consider to be the main strengths and weaknesses of the TRADEC approach?

53 54 55 56

57 58 59 60

61 62 63 64

13. What is your position in the Company? _____

65

14. Please describe briefly your industrial and / or training experience:

66 67

THANK YOU FOR YOUR HELP AND CO-OPERATION

APPENDIX VII

1 - 8
CONFIDENTIAL

UNIVERSITY OF SURREY
Department of Adult Education
Guildford
SURREY GU2 5XH

Tel: (0483) 71281

AN EVALUATION OF TRADES PRINCIPLES SCHEMES

A Study commissioned by the Further Education Curriculum Review and Development Unit.

QUESTIONNAIRE FOR MEMBERS OF THE COURSE TEAM

SCHEME:

STAGES:

DATE OF ADMINISTRATION:

This questionnaire forms part of the evaluative study currently being carried out with the co-operation of YHCFE into the operation of TRADEC schemes.
We should be very pleased if you would help us by answering the questions in this booklet as fully as possible. They are of an 'open' type to allow full comment and presentation of views on matters which are of significance in the assessment of effectiveness of TRADEC and its potential for extension.
All replies will be treated as CONFIDENTIAL.

Thank you for your co-operation,

KAREN EVANS
UNIVERSITY OF SURREY
DATE:

SERIAL NO. ☐☐☐ ☐☐☐☐☐☐

9 - 23

1. Is this academic year the:

   1st year _____

   2nd year _____

   3rd year _____

   4th year _____

   5th or subsequent year _____

   in which you have been involved as a teacher in this TRADEC scheme (please tick)

   [ ] 9

2. (a) What are your weekly class contact hours with students on this scheme? (indicate range if variable)

   STAGE I STAGE II STAGE III

   [ ][ ][ ] 10 11 12

   [ ][ ][ ] 13 14 15

   (b) What experience do you have of teaching on other TRADEC schemes

   - in this college?

   _____

   _____

   [ ][ ] 16 17

   - in other colleges?

   _____

   _____

   [ ][ ] 18 19

3. What experience do you have as a teacher on other 'vocational preparation' courses for the target group associated with TRADEC? (eg. UVP, YOP, CGLI Foundation Courses, CFE etc.)

   Please give brief details:

   _____

   _____

   _____

   _____

   _____

   _____

   [ ][ ][ ][ ] 20 21 22 23

24 - 34

4. What experience do you have as a teacher on 'conventional' non-advanced courses of Further Education? (eg. City and Guilds Craft Courses, BEC, etc.) Please give brief details.

24 25 26 27

5. Why were you assigned to teach on this particular scheme, do you think?

28 29

6. What subject areas did you cover in the TRADEC schemes operating in academic year 1981/82?

30 31 32

7. Which of the following course activities do you undertake? Please give brief details of the types of activity undertaken, and estimate the number of hours/weeks spent on each.

(a) liaison with companies and other employing organisations, for recruitment purposes.

33 34

Estimated hours / week: _____

35 - 50

(b) liaison with participating companies over course process and content

_____

_____

35 36

Estimated hours / week: _____

(c) course administration

_____

_____

37 38

Estimated hours / week: _____

(d) course planning

_____

_____

39 40

Estimated hours / week: _____

(e) classroom teaching

_____

_____

41 42

Estimated hours / week: _____

(f) project supervision

_____

_____

43 44

Estimated hours / week: _____

(g) student counselling / guidance

_____

_____

45 46

Estimated hours / week: _____

(h) assessment / examining

_____

_____

47 48

Estimated hours / week: _____

(i) other (please specify other)

_____

_____

49 50

Estimated hours / week: _____

51 - 67

8. (a) What do you consider to be the main 'teaching and learning' problems which you have encountered in your work on this TRADEC scheme? (eg. in handling teaching methods, course content, project planning and supervision, student participation, etc)

51 52 53 54

(b) How have you attempted to deal with these problems?

55 56 57 58

(c) With what degree of success?

59 60

9. (a) What do you consider to be the main ORGANISATIONAL problems that you have encountered in your work on this TRADEC scheme? (eg. in recruitment, liaison, resources, timetabling etc.)

61 62 63

(b) How have you attempted to deal with these problems?

64 65 66 67

68 - 76

(c) With what degree of success?

68 69

10. Does the TRADEC curriculum structure allow you to cover your subject area(s) in ways which you consider to be adequate to meet the learners' needs? If not, please state in which ways you feel constrained by course structure?

70 71

11. (a) What teaching and learning methods have you found to be most effective in dealing with this target group?

72 73 74

(b) Do they differ significantly from those you have found effective with other groups? ___
In what ways?

75 76

77 - 83

12. How, in your view, do the levels of achievement of TRADEC students compare with those of similar groups of students in other courses which you have experienced? (Please state the courses with which you are drawing comparisons, eg. City and Guilds Craft studies, BEC General, UVP etc)

77 78 79 80

13. It is sometimes claimed that TRADEC generates high learner motivation in a group characteristically associated with poor motivation. How far is this borne out by your experience, and in what ways?

81 82 83

14. THE FOLLOWING QUESTION PRESENTS A SET OF STATEMENTS WHICH HAVE BEEN USED TO DESCRIBE THE INTENDED OPERATION OF TRADEC. YOU ARE ASKED TO ASSESS THESE STATEMENTS IN THE LIGHT OF YOUR EXPERIENCES OF TRADEC IMPLEMENTATION: Please turn page.

(a) 'TRADEC creates a genuine partnership between the learner, the employer and the college'?

How far, and in what respects, do you consider that the schemes in which you are involved represent an effective working partnership between employers, learners and the college?

84 85 86

(b) 'the TRADEC system fits itself to each individual and each working situation'

How far do you consider that your schemes have been able to fit themselves to each participating individual and each working situation?

87 88

What factors interfere with this process, if any?

89 90

(c) 'the employer and the learner have a significant part in deciding what is done and how it is to be done'?

How far do employers contribute to these decisions in the schemes in which you are involved?

91

92 - 97

How far do learners contribute to these decisions in the schemes in which you are involved?

92

(d) 'the operational management of the system successfully accommodates groups of people of differing job backgrounds and differing levels of ability'

How widely mixed are the groups you deal with, in terms of:

- occupation?

93

- age?

94

- ability?

95

Do you consider that the TRADEC system is adequate, in practice, to meet the needs of people from widely different job backgrounds?

Why do you think that?

96 97

98 - 105

(e) 'Employer and learner are involved in the assessment process, therefore the bases and results of assessment are well understood'

In what ways are employers involved in the assessment process in your scheme?

98 99

In what ways are learners involved in the assessment process?

100 101

Is the assessment process used actively to help further the learning of students?

In what ways?

102 103

(f) 'TRADEC is a system of personal development which uses the working situation as a vehicle and motivator'

Do you consider that the personal development needs of learners are adequately identified and met through the TRADEC scheme in which you are involved?

If not, what changes would you like to see introduced to meet these needs more effectively?

104 105

106 - 113

15. (a) What staff development activities directly concerned with TRADEC have you participated in? (please give brief details)

- courses _____

_____

- conferences / seminars _____

_____

- curriculum workshops _____

_____ 106 107

- course team activities _____ _____

_____

- other _____

_____

(b) Do you consider that teachers in TRADEC schemes require skills substantially different from:

- those required in conventional courses?

_____

_____ 108 109

_____

- those required in other vocational preparation courses? (eg. UVF, YOP, CFE, City and Guilds Foundation Courses)

_____

_____ 110 111

_____

(c) Did you experience any particular difficulties in adapting:

(i) the content of your subject area(s) to meet the requirements of the TRADEC curriculum.

Please describe: _____

_____

_____ 112 113

(ii) your teaching styles and approaches.

Please describe _____

_____

_____

114 - 120

(d) What skills and/or areas of knowledge have you felt the need to develop further, in fulfilling your role as a TRADEC tutor?

- in the past?

_____

_____

_____

- currently?

_____

_____

_____

114 115

(e) To what extent do you consider that your course team has a significant staff development function in respect of TRADEC?

- currently?

_____

_____

_____

116

- potentially?

_____

_____

_____

117

(f) Do you consider existing staff development provision available to you to be adequate to meet your development needs as a TRADEC teacher?

_____

_____

_____

118 119 120

Have you taken any steps (apart from course attendance) to promote your own development in this role? Please describe briefly:

_____

_____

_____

_____

_____

16. Have you been involved in any other TRADEC activities? (please give brief details)

- membership of TRADEC committees

121

- membership of writing groups

122

- contributions to staff development programmes

123

- moderating

124

- other

125

17. In general, how successful do you consider this scheme to be in meeting the stated aims of TRADEC?

126 127

18. What do you consider to be the main strengths and weaknesses of the TRADEC approach?

128 129 130

131 132 133

134 - 143

19. How, in your view, does TRADEC compare, in terms of its outcomes, with:

(a) comparable conventional courses (eg: CGLI Craft Courses, BEC, etc.)

134 135 136

(b) other vocational preparation courses? (eg: UVP, YOP, CFE, CGLI Foundation Courses etc.)

137 138 139

PERSONAL DETAILS

20. AGE:

- Under 30
- 30 - 39
- 40 - 49
- 50 - 59
- 60 or over

140

21. College by whom you are employed?

141

22. (a) What is your position / Department?

(b) What is your main subject area / field of experience?

142 143

23. Is your post full-time or part-time?

144

24. Please describe briefly:

(i) any industrial experience you have had in the course of your career?

145

(ii) any teacher training you have received in the course of your career?

146

THANK YOU FOR YOUR HELP.

PLEASE ADD ANY FURTHER OVSERVATIONS WHICH YOU THINK WILL BE OF USE TO THE RESEARCH TEAM IN THIS EVALUATION BELOW, CONTINUING ON THE BACK OF THIS SHEET IF NECESSARY.